Improving Rhode Island's Public Schoolhouses

NECESSITY OF SCHOOL CONSTRUCTION
LETTER OF INTENT INFORMATION AND INSTRUCTIONS

School Building Authority
Rhode Island Department of Education

FY 2019

The State of Rhode Island is committed to providing high quality educational opportunities for all public school students. School facilities provide more than a place for instruction. The physical learning environment contributes to the successful performance of educational programs. (RIGL 16-105-1)

Rhode Island Department of Education – School Building Authority | 255 Westminster Street, Providence, RI 02909
Telephone (401)222-4600 **Website:** www.ride.ri.gov

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INTRODUCTION

In June 2015, the Rhode Island General Assembly created the School Building Authority (SBA) within the Rhode Island Department of Education. The establishment of the SBA heralded several important changes in state support for school facilities and ended a multi-year moratorium on school construction. This guidance outlines the process for submitting a Letter of Intent and Stage I application.

The Council on Elementary and Secondary Education (CESE) has the responsibility for determining the need for all school housing projects. This review of school housing projects serves two purposes: (1) qualification of the project for reimbursement under the state aid for Housing Program or School Building Authority Capital Fund; and (2) certifying to the General Assembly that the project is needed should the district require enabling legislation for a bond.

The School Building Authority reviews and preliminarily approves a multi-stage application for presentation to the SBA Advisory Board (Advisory Board). Upon recommendation by the SBA Advisory Board, the SBA makes their recommendations to the CESE who have the final authority to approve or deny each application. Since 2015, the Council on Elementary and Secondary Education (CESE) considers new necessity of school construction applications for approval on an annual basis.

Currently, the State is considering additional changes to the oversight and management of school construction. In anticipation of these changes, ***this guidance has been updated to provide LEAs with more flexibility around submission dates and streamline the submission of required information.***

We welcome all questions, which can be directed to the School Building Authority Staff.

School Building Authority Staff:

Joseph da Silva, Ph.D., NCARB, REFP
School Construction Coordinator / Architectural Design Reviewer
(401) 222-4294
joseph.dasilva@ride.ri.gov

Manuel Cordero Alvarado, AIA, LEED AP, REFP
Assistant School Construction Coordinator / Architectural Design Reviewer
(401) 222-4276
manuel.cordero@ride.ri.gov

Mario Carreño
School Construction Finance Specialist
(401) 222-8030
mario.carreno@ride.ri.gov

NECESSITY OF SCHOOL CONSTRUCTION OVERVIEW

The School Building Authority assists LEAs as they fulfill their obligation to provide safe, healthy, and educationally appropriate school facilities for its students.
The multi-stage application process will follow the timeline and milestones below. **Because this is an annual process, any LEA that misses the outlined milestones or otherwise cannot keep to the timeline outlines may be delayed to the next fiscal year. The Council will only consider projects once a year by June.**

<u>One Year Program Timeline Seeking FY19 CESE Approval</u>

Step 1 – Letter of Intent (LOI)

- *LEA LOI due between June 1 and August 15th*
- *SBA invitation to submit Stage I*

Step 2 – STAGE I

- *Due between August 1st and September 15th*
- *SBA authorization to proceed to Stage II*
- *Meeting with School Building Committee*

Step 3 – STAGE II

- *Due on or before February 15th*
- *SBA issues preliminary approval*
- *SBA Advisory Board makes a recommendation*

Step 4 – Council Approval

- *Commissioner recommends project to Council of Elementary and Secondary Education for approval by June 2019*

Step 5 – STAGE III

- *RIDE design reviews at SD, DD, and CD*

- **Once an LEA has submitted an LOI, they will receive an invitation to submit a Stage I application within 10 business days.**

- **Failure to meet the deadlines at any of the stages may result in projects not being approved that year.**

- Additional information can be attached to the application as deemed necessary.

- The necessity of school construction process applies to **any and all** renovation projects, new additions, or new facilities seeking state aid. RIDE School Construction Regulations 1.00 applies to all new school construction and school renovations projects where the total cost exceeds $500,000.

- **LETTER OF INTENT, STAGE I & STAGE II SUBMISSION INFORMATION** – please submit **an original and an electronic copy** of the application packages to:

Joseph da Silva, Ph.D., NCARB, REFP
School Construction Coordinator /
Architectural Design Reviewer
School Building Authority
Office of Statewide Efficiencies
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Phone - (401) 222-4294
Fax - (401) 222-2823
E-mail: joseph.dasilva@ride.ri.gov

NECESSITY OF SCHOOL CONSTRUCTION PROCESS

LOCAL APPROVALS and SIGN OFFS

Letter of Intent/Statement of Interest – Stage I – Signed by Superintendent, School Committee, and Municipal Representative (Mayor/City Council)

Memorandum of Agreement – Signed by School Committee and Superintendent

School Building Committee – Composed of City and School representatives

Local Support – Stage II must include School Committee and City Council Approvals

STAGE I IDENTIFY NEED	STAGE II DEVELOP SOLUTION	Council Approval	MOA

SBA Stage I Preliminary Approval - Authorization to move forward with Stage II

State Agency Reviews – DOA Planning; RIHPHC; Commission on Disabilities

SBA Stage II Preliminary Approval – Considered by SBA Advisory Board

CESE Approval - With recommendation from SBA Advisory Board, Commissioner makes recommendation to CESE

RIDE and STATE APPROVALS and SIGN OFFS

FUNDING OPTIONS

SBA CAPITAL FUND -
Projects funded by School Building Authority Capital Fund receive progress payments during design and construction.

DESIGN	CONSTRUCTION	COMPLETION

HOUSING AID REIMBURSEMENT –
Projects funded by bonds or local capital reserves receive State reimbursement upon project completion

NECESSITY OF SCHOOL CONSTRUCTION

LETTER OF INTENT

INFORMATION AND INSTRUCTIONS

LETTER OF INTENT

Letter of Intent is due between June 1, 2018 and August 15, 2018. A Letter of Intent can be submitted at any time during this period. LEAs will receive an invitation to submit a Stage I application within ten business days. The benefit of submitting an LOI early is that the LEA will have more time to complete Stage I and all the necessary procurements.

The Letter of Intent is used to notify RIDE SBA of an LEA's intent to seek a Necessity of School Construction approval. The intent of this notification is to ensure the LEA is able to engage and procure appropriate professionals, establishes a School Building Committee, and has ample time to conduct a Facility Master Plan. **In the spring of 2018, the Necessity of School Construction application underwent a Lean Review to make the process more customer service oriented, predictable, and efficient. Some of these changes to streamline the Necessity of School Construction application will be applied in the FY19 cycle, including providing templates for LEA vendor selection, extending submission windows for LOI and Stage I, and incorporating more specific guidance to assist LEAs and Vendors. Further improvements may be incorporated into future cycles of the Necessity of School Construction annual application process. Please note that all LEAs submitting a Necessity application must have an adequate long range Educational Facilities Master Plan or have the capacity to complete one through the course of the Necessity of School Construction process.**

LETTER OF INTENT – CHECKLIST

1. __ Letter of Intent (*letter template provided – Appendix A*)

   Required Information:

   __ Name of Local Education Agency and Point of Contact

   __ The LEA agrees to procure the services of an independent engineering Commissioning Agent Services

   __ The LEA acknowledges they received the Educational Facility Planner, template. LEAs are fully responsible for any local procurements and must comply with all local, state, and federal requirements.

   __ The LEA will obtain building inspections or notify responsible parties to determine that school buildings conform to appropriate state law and regulation by August 1st, pursuant to Rhode Island General Law 16-21-3.

   __ The LEA agrees to fund professionals necessary to complete the requirements in the Stage I and Stage II application such as Architectural Feasibility Study, Schematic Design and a Facility Master Plan. Include a proposed scope of work for the Feasibility Study if not using the Educational Facility Master Plan template.

   __ The LEA has submitted its Annual Asset Protection Plan on ERIDE and authorizes RIDE SBA to include this submission to satisfy the Asset Protection Plan requirement for Stage I.

2. __ Initial Compliance Certification Form signed by the School Business Official, the Superintendent of School, and the Chair of the School Committee (*see Appendix B*).

3. __ District map with highlighted educational facilities
   LEAs can use the Summary Maps provided on RIDE's Website.

4. __ School Building Committee Members list and backgrounds (*Use letter template – Appendix C*)
   Confirm School Building Committee membership and provide signed letter and table provided in Appendix C. The Committee can include additional members as necessary to comply with local or charter requirements; however the School Building Committee must include all members as outlined in the School Construction Regulations.

APPENDICES

APPENDIX A – Letter of Intent Template

[PLEASE PRINT ON CITY, TOWN, OR DISTRICT LETTERHEAD]

Date

Joseph da Silva, Ph.D., NCARB, REFP
School Construction Coordinator
School Building Authority
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Dr. da Silva:

(LEA Name) located in the (City, Town or Regional School District) intends to seek a Necessity of School Construction Application approval in accordance with the RIDE School Construction Regulations.

The LEA agrees to fund the professionals necessary to complete the requirements in the Stage I and Stage II application including Architectural Feasibility Study, Schematic Design Documents and a Facility Master Plan.. The LEA acknowledges that it received the Educational Facility Planner template provided by RIDE SBA and will **use/not use** this template to procure necessary services. (Include a proposed scope of work for the Feasibility Study if not using the Educational Facility Master Plan template.)

The LEA agrees to procure the services of an independent engineering Commissioning Agent Services for projects, pursuant to the School Construction Regulations. All building inspections will be completed by August 1st, pursuant to Rhode Island General Law 16-21-3. The LEA has submitted its Asset Protection Plan on ERIDE and authorizes RIDE SBA to include this submission to satisfy the Asset Protection requirement in Stage I application.

_____ will be the point of contact for the application process. They can be reached via email at _____ or by phone _____.

Sincerely,

Authorized Signature for the District, City, or Town

APPENDIX B

INITIAL COMPLIANCE CERTIFICATION

This Initial Compliance Certification ("ICC") must be completed by all Applicants, as defined by RIDE School Construction Regulation (SCR) 1.02, who intend to submit a Necessity of School Construction application to the Rhode Island School Building Authority (the "Authority"), as defined by to R.I.G.L. 16-105.2. *The Authority will not consider a District, as defined by RIDE School Construction Regulation (SCR) 1.01, to be eligible for School Housing Aid or School Building Authority Capital Funding until after the District has properly submitted an ICC and received Council on Elementary and Secondary Education approval.*

1. The District hereby acknowledges and agrees that in order to qualify for any funding from the Authority, the District must comply with R.I.G.L. 16-7-35 through 16-7-45 and RIDE SCR 1.00 *et seq.* which require the Authority's collaboration and approval at each step of the Necessity of School Construction approval process and further acknowledges and agrees that any actions taken, costs incurred or agreements entered into for the repair, renovation or construction of school facilities without the explicit prior written approval of the Authority shall not be eligible for state aid.

2. The District hereby certifies that it will study and consider all available options for remedying the deficiencies identified through the Necessity process, including, to the extent applicable, regionalization or tuition agreements with adjacent school districts, district assignment policies within the school district, rental or acquisition and any necessary rehabilitation or usage modification of any existing building which could be made available for school use.

3. The District hereby acknowledges and agrees that, before the Council on Elementary and Secondary Education can grant final approval of a Project, the District must submit documentation of community support, including City/Town Council and School Committee approvals, vote to authorize and appropriate the full amount of funding for the Proposed Project that is necessary to meet the total project budget, as agreed to by the Authority and as described in RIDE SCR 1.00.

4. The District hereby acknowledges and agrees that, in connection with a Proposed Project or an Approved Project, it shall use any standard forms (certifications, statements, affidavits, and agreements) established or developed by the Authority.

5. The District hereby acknowledges and agrees that it will notify RIDE in writing six months prior to the sale, lease, demolition or other removal from service of any school facility in the district's jurisdiction, or portion thereof. Where a building that has received school construction payments from RIDE for a building that has not remained in service for 50 years, RIDE may recapture at its discretion a portion of the State aid.

6. The District shall undertake a Feasibility Study to investigate potential options and solutions, including cost estimates, to the School's deficiencies and issues, as identified through the Necessity of School Construction process, or as otherwise determined by the Authority. The District hereby acknowledges and agrees that, as part of a Feasibility Study where a new school option is among the options that may be studied, the District shall study potential sites for the Proposed Project and hereby acknowledges and agrees that it shall base its site selection for a Proposed or Approved Project on, among other things, cost and environmental factors, including an awareness of soil conditions and their probable effect on

foundation and site development costs, transportation effects, dislocation of site occupants, and relationship to other community facilities in accordance with the School Construction Regulations.

7. The District hereby acknowledges and agrees that any Approved Project for the construction of a new facility, or for the addition to or renovation of an existing school facility, shall have a useful life of fifty (50) years as a public school in the District as required by RIDE SCR 1.00.

8. The District hereby acknowledges and agrees that it shall procure the necessary professionals to conduct any necessary assessments, design and engineer Approved Projects, and manage construction. The necessary professional must monitor compliance with the regulations through the design and construction process to ensure that all building systems are in compliance with regulations and are consistent with all plans, construction documents, and cost estimates as required by RIDE SCR 1.00.

9. The District hereby certifies that it has specifically read the provisions of RIDE School Construction Regulations 1.00 and certifies that it has met or will meet each of the requirements described therein and further acknowledges and agrees that the District's failure to comply with each requirement, as determined by the Authority, may be grounds for disapproval of the District's application.

District Name:_____

By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Applicant that each of the above statements is true, complete and accurate.

_____
By:
Title: Superintendent of Schools
Date:

By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Applicant that each of the above statements is true, complete and accurate.

_____
By:
Title: Chair of the School Committee
Date:

APPENDIX C – School Building Committee Letter Template

[PLEASE PRINT ON CITY, TOWN, OR DISTRICT LETTERHEAD]

Date

Joseph da Silva, Ph.D., NCARB, REFP
School Construction Coordinator
School Building Authority
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Dr. da Silva:

In accordance with RIDE School Construction Regulations 1.00, attached for your review and approval is the membership of the School Building Committee for _____ School District located in the (City, Town or Regional School District).

The Committee was formed in accordance with the provisions of all applicable statutes, local charters, by-laws and agreements of the (City, Town or Regional School District). Committee Members include the following:

(Please provide name, title, address and phone number of each member, and indicate who the Chair of the School Building Committee is. Also, please indicate whether the member has voting power. Some categories may have more than one name. All members must be included.)

School Building Committee Table: Valid as of _____

Designation **Committee Role – Alignment w/ RIDE 1.08-1 (2)**	**Name**	**Background**	**Voting Member**
Superintendent of Schools			
Member of School Committee			
Local official responsible for building maintenance			
Representative of the office or body authorized by law to construct school buildings in the municipality			
School principal			
Member who has knowledge of the educational mission and function of the facility			
Local budget official or member of the local finance committee			
Member of the community with architectural, engineering and/or construction experience			

After approval of this committee by the Authority, the (City, Town or Regional School District) will notify the Authority in writing within 20 calendar days of any changes to the membership or the duties of said committee.

Sincerely,

Authorized Signature for the District, City, or Town

APPENDIX D – Educational Facility Master Planner – Scope of Work Template

This template is intended to provide LEAs with a minimum prescribed methodology that should serve as a guideline for the educational facilities master planning. The process shall adhere to standards and State regulations and shall address the following:

1. **Facilities Planning, Coordination, and Maintenance**
   Prepare a comprehensive facilities master plan that includes enrollment projections, a 5-year capital improvement plan (CIP), outline educational vision and goals, an implementation and funding plan, with collaborative stakeholder engagement.

2. **Adequate Facilities to Promote Student Learning and Development**
   LEA's school facilities shall be sufficiently flexible to provide for multiple uses of the area regarding both educational and supplementary activity programs.

Background

The State of Rhode Island is committed to providing high quality educational opportunities for all public school students. With assistance from the School Building Authority Advisory Board, and in conformance with statue and regulations, the School Building Authority ensures that all approved projects provide high quality learning environments, conserve natural resources, consume less energy, are easier to maintain, and provide educationally appropriate school facilities.

The Educational Facility Planner (EFP) shall provide architectural, planning, engineering, and other services as necessary to assist the LEA in the development of a LEA Master Plan, as part of a Necessity of School Construction application. As part of Basic Services, the Educational Facility Planner shall be responsible for assisting the LEA with the coordination, facilitation, and submission of all necessary documentation as necessary to complete a Necessity of School Construction application. All work shall be completed in conformance with all applicable statues and the School Construction Regulations.

All other things being equal, the services of qualified and capable vendors with offices in Rhode Island, or those who propose a joint venture with a Rhode Island firm, should be utilized.

In general, the Basic Services of an Educational Facility Planner include, but are not limited to:

I. FACILITIES PLANNING and COORDINATION

The Educational Facility Planner (EFP) shall be primarily responsible for proposing and implementing an approach to developing a Facility Master Plan (FMP) that:

i. Engages multiple stakeholders including LEA and municipal representatives in the planning efforts;
ii. Provides data and documents, including maps, plans, notes, and other forms of analysis and representation, as necessary to inform stakeholders at the necessary decision points;
iii. Coordinates and facilitates meetings that meaningfully engage multiple stakeholders, including but not limited to students, parents, teachers, and administrators;
iv. Work with the Owner's Project Manager to ensure that agendas are prepared and minutes are recorded
v. Coordinates with Authorities Having Jurisdiction to satisfy all municipal, State and federal requirement and obtain all approval as necessary;
vi. Develop a Facility Master Plan that addresses community demographics, the LEA's Educational Program, and the LEA and community's fiscal capacity;
vii. Submit a Necessity of School Construction application to the School Building Authority at the RI Department of Education, including a Letter of Intent, Stage I, Stage II, and all necessary supplemental documentation necessary for approval;
viii. Attend meetings with the RI Department of Education School Building Authority as part of the Necessity of School Construction application.

II. MASTER PLANNING

The Educational Facility Planner shall assist the LEA to prepare a long-range educational facilities master plan (FMP). The FMP should provide a comprehensive review, assessment, and intended improvements of all facilities in the District. Components of the FMP shall be coordinated with the requirements of the Necessity of School Construction application as articulated in the School Construction Regulations, and include at a minimum the following:

A. **Enrollment Projections:** The LEA should provide either an independent 10-year enrollment projection or agree to the provided enrollment projection from RIDE SBA, if available. For planning purposes the LEA should use the 5 year enrollment projection. The objective is to determine the number of students for which the buildings should be designed. The projection should be at minimum based on a cohort survival ratio/student progression projection model and provide projections by grade level and by year. District demographics such as live birth statistics, populations information, housing starts, and survival rates should all be combined to project the district's enrollment 10 years into the future.

B. Facility Analysis

The FMP must include a facility analysis. The School Construction Regulations state that, the Facility Analysis should list any deficiencies in the district's existing buildings. The Facility Analysis must be conducted by a licensed engineer and must include:

C. • Inspection and analysis of the building envelope (roof, walls, glazing, foundation, floor/slab)
D. • Inspection and analysis of the structural elements of the facility
E. • Inspection and analysis of all mechanical systems, including condition, age, energy efficiency, levels of ventilation, and compliance with American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) standards
F. • Inspection and analysis of the lighting system, including condition, age, energy efficiency and lighting levels
G. • Inspection and analysis of all controls including lighting controls and sensors, energy management systems, emergency shutoffs
H. • Inspection and analysis of all fire, safety and security systems including emergency plans
I. • Analysis of the energy use (electric and heating and/or cooling) of the facility for at least the last two years, a survey of the facility systems, and recommendations for improving energy efficiency. The use of Energy Star Portfolio Manager or ComCheck software systems to benchmark the facility against other buildings or the Rhode Island Building Energy Code is highly encouraged.

LEAs are currently allowed to use the Jacobs Statewide Assessment School level reports to satisfy this requirement.

J. Educational Program

The EFP shall assist the LEA in developing an Educational Program. Per the School Construction Regulations, the "Design and Educational Program means a comprehensive numerical and written description of a district's specific educational program for a specified number of students over a specified period of time, in a format prescribed by the Regents." The Educational Program must include:

a. Educational Program Narrative: A thorough and in-depth description of curricular goals and instructional activities for each school in the LEA. This should include a description of grade configuration, school administrative organization, target student population, instructional program, a list of learning spaces, as well as support areas and external spaces. In addition the narrative must include hours of operation that include the instructional day, extracurricular activities, and any public access, as well as any and all security necessary to safeguard the facility and its inhabitants.
b. Target Educational Specification: an itemization of spaces needed to support the educational program, including a numerical description of gross and net square footage of any affected existing facility. The educational specification is the numeric description of the ideal educational program and is usually created early in the process. As such, this document must be reconciled to the constraints of a proposed site, an existing building, budgets, and/or other factors, including RIDE 1.06 Space Standards, to create a Proposed Educational Specification (see below);
c. Proposed Educational Specification: an itemization of spaces for the proposed project that reconciles the LEAs educational program. This document should include a comparison to the RIDE 1.06 Space Standards. This document must provide enough detail to provide the necessary information to develop a conceptual Schematic Design and a realistic construction budget;
d. Space Relationship Diagram: a diagram that itemizes the uses and illustrates the spatial relationships between all the proposed programs. The Spatial Relationship Diagram should include all proposed spaces organized to reflect the proposed relationships including learning, support, administrative, and external spaces.

The Educational Program shall recognize that the planning process is an opportunity to create and modify facilities to be responsive to the teaching and learning in modern school environments. As such, the EFP shall assist the LEA in developing tools and processes to adapt the learning environments to best serve these needs. The SBA at RIDE recognizes that LEAs have a variety of approaches to learning and as such the physical environment can and should be designed to respond to these needs. The following example environments are provided for consideration during the planning process:

a. Traditional Learning Environments

Traditional Learning Environments (TLE's) are those typically associated with classrooms with a certain number of students and one teacher. RIDE SBA does not mandate and does not usurp LEA policy on class size, these environments (along with size standards) should accommodate no more than 25 students per classroom. The TLE is best defined in an environment that is instructor centered whereas the student and instructor meet in a common location is a set specific time.

Common locations should be supported by additional space types in an effort to maximize the teaching and learning environment in the TLE design approach. Use of small group rooms, teacher collaboration spaces, use of commons and cafeterias, media centers and multi-purpose spaces that utilized adjacencies to support the classroom are effective means of increasing the effectiveness of the traditional classroom approach.

b. Student Centered Learning Environments

Student Center Learning Environments (SCLE's) are learning environments that reflect and support information based systems, that focus on and support the principles and activities that facilitate learning. SCLE's is an approach to design that encourages collaborative and independent learning, multi communications approaches, integration of technology and embraces problem and project based learning.

Because this approach is focused on the student, the space and design of the teacher/facilitator must accommodate this model. The 21st century has taught us that the role of the teacher is continuously evolving and will continue to evolve, therefore the space types must accommodate this flexibility for the instructor to practice much in the same way as the student. Flexibility, reliance on technology, ability to change space to accommodate multiple teaching models will be critical to successful space design. A movement away from the "teacher's desk" will be the rule rather than the exception, therefore technology, power, and storage should be considered.

c. Blended Learning Environments

Blended Learning Environments (BLE's) support information-based systems, teach information gathering, support analysis of data and critical thinking. Students in this environment are able to use this support to act on their newly created knowledge. The blended learning environment is best defined in the following characteristics:

- Learner centered instruction in which the learning is active and interactive;
- Increase in interaction between learners, learner and instructor, learner and curriculum, and learner to outside resources;
- Integrated assessment mechanisms that are both formative and summative.

K. **Capital Improvement Plan:** The LEA shall provide a 5-year CIP, using the template as provided by the School Building Authority. Per the School Construction Regulations, the "Capital Improvement Plan is a long-range plan, typically five years, which identifies capital needs in a district and provides a funding schedule and timeline for implementation. The capital improvement plan allows for systematic evaluation of all projects at one time so that a district can anticipate future needs."

L. **Community Engagement and Local Government Collaboration:** In advance and in coordination with an application for necessity funding, LEAs shall conduct a process of collaboration with community stakeholders. Community engagement in facility planning should include local communities and local governments to build a facilities master plan that shares a collective vision. By working collaboratively with local government, the plan will consider related comprehensive community plans, local codes/regulations, and fiscal capacity.

Though there are variations of how to engage a community driven process, there are key elements for successful community engagement, they include:

- **Educational Framework and Visioning -** This activity is aimed at conducting an in-depth discussion of how best practices for education are incorporated into and influence facilities. These discussions should focus on both structural goals of the LEA such as school size preferences and grade configuration models; as well as specific delivery models in areas of early childhood development, special education services, elementary/middle/high school instructional models, and career and technical offerings.
- **School Building Committee -** The primary purpose of this group is to be the community's representative for review of data and participation in the larger community outreach. The focus of this group must be on the representing the best interest of the district as a whole, while considering how this impacts individual schools and local communities. Each member of the task force is responsible for being a key communicator of this data and educational vision that can discuss issues/concerns the larger community audience. This group should be engaged from the beginning of the planning process until a facilities plan is created. The district must submit names and backgrounds of the members of the school building committee that shall be formed in accordance with the School Construction Regulations and provisions of the district's local charter and/or by-laws.
- **Site Meetings -** This process includes school site specific meetings allowing local community members to share ideas and concerns specifically related to the local school site. These meetings also provide an opportunity to address short term maintenance and capital needs of each facility. These meetings can also serve to "recruit" stakeholders to be part of the district level steering committee/task force or participate in larger district-wide community forums.
- **Facility Options Development -** The role of the steering committee/task force should include participation in facility options development. There are several pathways to follow when deciding the direction of a district wide facilities plan that are influenced by several factors including: community/social demands, demographic trends, educational vision/framework, condition of facilities, and available funding. These factors all create different ideas on how to move forward to create the most effective facilities plan. This process should review the benefits and challenges of each option and review how each factor can influence another. Options should be presented in larger community forums to assist in determining the outcome of best refined recommendations for facility actions.
- **Community Dialogues/Meetings** - The purpose of larger stakeholder dialogues or meetings is to obtain feedback from the community regarding both the educational framework and options

created as a result of that framework. Utilizing members of the steering committee/task force, educational consultants, and district personnel, presentation of data in a clear and concise manner is critical in obtaining essential feedback from the community. This community feedback, along with supporting objective data sets, will shape the decisions that come forth in a facilities master plan.

M. Implementation and Funding Strategy

A Facility Master Plan must be strategically implemented and funded in order to effectively utilize the available resources. LEAs should leverage available municipal and state funding. Additional funding strategies available to LEA's may include:

- **Establish and Use Capital Reserve Funds/School Building Authority Capital Fund-** Projects funded by capital reserve funds can be approved and reimbursed more quickly than bond projects. By not bonding, the State can save substantial amounts of financing cost that can be reinvested.

N. Site Selection, Assessment, and Consideration of LEA Utilization

a. Site Selection and Assessment

If the applicant is acquiring a new parcel of land for the project, the applicant shall provide in its Architectural Feasibility Study to RIDE SBA a completed, signed, and sealed description of the plot plan of the land to be acquired showing:

- Topographical and contour lines
- Adjacent properties indicating current land uses, access roads, deed restrictions, easements, protective covenants, right of ways, and environmentally sensitive areas such as waterways and wetlands.
- The acreage and dimensions of the tract proposed for acquisition
- Anticipated footprint of the proposed school

Site selection must be in accordance with all applicable municipal, State, and federal siting statutes and regulations, including the RIDE 1.05 Site Standards. The Facility Master Plan must include an evaluation of any proposed site that documents compliance with the above.

b. LEA Utilization Analysis

In accordance with the recently enacted School Building Authority legislation (RIGL 16-105-1), districts must reduce excess capacity by partnering with other districts, closing buildings, and altering grade configurations to maximize the utilization. EFP must assist LEA in providing a summary level utilization analysis of all district school facilities that takes into consideration enrollment projections and educational program.

O. Schematic Design

RIDE 1.00 applies to all new school construction and school renovations projects where the total cost exceeds $500,000. Design reviews must be conducted for all projects that are part of a multi-year capital improvement plan that exceeds $500,000, regardless of eligibility for housing aid. Architectural, engineering, project management, construction management, financial, and other professional services shall be procured by the districts for all projects. Design reviews will be conducted through in-person

meetings at each stage of the design process. Design review meetings will be scheduled by district representatives or their designees. Request for meeting should be emailed to Joseph da Silva at joseph.dasilva@ride.ri.gov or Manuel Cordero at manuel.cordero@ride.ri.gov. The meeting request must include status of project, level of documentation, and proposed meeting date and time.

The purpose of the documentation submitted during the Schematic Design is to document the continuing development of the school construction project and its major components and to project a project budget. The documentation should also demonstrate compliance with the most recently adopted version of NECHPS.

__ Project Narrative – Including Existing Conditions Analysis, Description of Proposed Solution, and Basis of Design Narrative
__ Site plan and Landscape Plan @ 1/16" = 1'-0"
__ Floor plans @ 1/16" = 1'-0" showing all partitions and door swings
__ Color Rendering
__ Exterior Elevations @ 1/16" = 1'-0"
__ Typical Building Wall Sections
__ Single line engineering diagrams
__ Outline specifications
__ City Planning Board submission
__ Civil Engineering Drawings (scale as required)
__ Project Schedule (Gantt Chart)
__ Site Engineering calculations
__ Code Analysis, including certification that proposed solution meets the Energy Code
__ Construction Cost Estimates (see Cost Estimate guidance below)
__ Project Budget (see Project Budget guidance below)
__ Project Cash Flow for projects funded by School Building Authority Capital Fund
__ Project Report
__ LEED™ Checklist Form (or equivalent NECHPS checklist)
__ Project Review Meeting
__ Educational Specifications
__ Hazardous Materials Testing and Evaluation
__ Commissioning Agent Review Documentation (for MEP scopes of work)
__ Life Cycle Cost Analysis – Comparison of Alternatives
__ Approval / Acceptance by School Building Committee and/or School Committee

The following minimal guidance is provided regarding necessary descriptions of the cost estimate scope of work:

a. Floor tile replacement must identify square footage and general location of replacement, as well as unit pricing used to establish the cost.

b. Door and door hardware improvements must include a narrative with locations, quantities, and unit pricing.

c. Emergency lighting and fire alarm devices must include locations, quantities, and unit pricing. d. Roof replacement requires roof drawing identifying existing roof and proposed roof, as well as HVAC and exhausts fans that may be replaced at the same time. Roof repairs require identification of problem areas, square footage of repair/replacement, and unit pricing.

e. HVAC improvements require drawings and a narrative describing existing and proposed mechanical systems and all necessary appurtenances, with quantities and unit pricing.

f. Electrical improvements require a narrative describing existing and proposed electrical systems and all necessary appurtenances, with quantities and unit pricing.

g. Plumbing improvements require a narrative describing existing and proposed plumbing systems and all necessary appurtenances, with quantities and unit pricing.
h. Exterior repairs must be identified, described in detail, and quantified as appropriate.
i. Provide schematic design documents for site improvements, particularly any improvements that may change traffic patterns.
j. Window replacements (where applicable) must include location of proposed window replacements, quantities, proposed window types, and unit pricing.

The following minimal guidance is provided regarding necessary components of Project Budgets:

a. Combined total project soft costs, which include OPM, legal, design, and engineering fees, are capped at 20% of the estimated construction cost.
b. Construction Contingency Maximum– 5% of total estimated construction cost
c. Owner's Contingency – 2% of total estimated soft costs
d. Construction budget is set when the Schematic Design Budget is approved
e. Commissioning test costs should be included in construction cost estimates (especially window projects)
f. Districts with more than one school project may not transfer funds between schools without an executed amendment to the Memorandum of Agreement

III. NECESSITY OF SCHOOL CONSTRUCTION APPLICATION

The Educational Facility Planner (EFP) shall be primarily responsible for preparing and submitting the Necessity of School Construction application to the RIDE School Building Authority as necessary to attain approval for State aid for the LEA's proposed projects. This includes, but is not limited to:

i. Attend meetings with the RI Department of Education School Building Authority as part of the Necessity of School Construction application;
ii. Submit all required documentation as detailed in the School Construction Regulations and the most recent version of the Necessity of School Construction guidance document;
iii. Assist in the development of a project budget that is based on construction cost estimates of the Schematic Design documentation;
iv. Assist in the development of the LEA Capital Improvement Plan and coordination with the LEA Financing Plan;
v. Prepare schematic design documents for projects in the capital improvement plan seeking Council approval and/or schematic design documents for any new construction (as detailed above).

As part of the FMP, the LEA/Vendor will submit a Necessity of School Construction LOI, Stage I, and Stage II Application including all requirements on or before the due dates published in the FY 2019 Necessity of School Construction Guidance document:

Letter of Intent: Between June 1 and August 15, 2018

Stage I: Between August 1 and September 17, 2018

Stage II: On or before February 15, 2019

A Necessity of School Construction Application Guidance document is available at www.ride.ri.gov/sba.

Please note these services are only for a Facility Master Plan and Necessity of School Construction Application submission. The district anticipates issuing a formal RFP for design and construction administration of the plan after Council on Elementary and Secondary Education approval.

Special Contingencies: The district must participate and obtain all jurisdictional (federal, state and local) reviews and approvals pursuant to RIDE 1.03-1, 7, 8 & 9.

All other things being equal, the services of qualified and capable vendors with offices in Rhode Island, or those who propose a joint venture with a Rhode Island firm, should be utilized.